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ABSTRACT

The principal papers presented at this conference were as follows: (1) "We've Come a Long Way, Baby" by Thomas F. Stark, (2) "Hey! Who Runs This Show?" by Clair T. Blikre, and (3) "Bargaining Allows Teachers to Teach!" by Ralph Chesebrough. The background, purposes and activities of the Iron Range Institute are described. The appendix, Career Education in Post-Secondary Institutions, contains a summary of the reports of the workshop participants. (KM)

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TWO YEAR COLLEGE FACULTY PROBLEMS:

MASTER CONTRACTS

PROS AND CONS

A report of an institute held

July 1973

Under the joint sponsorship of

The Iron Range Community Colleges of Minnesota

The Continuing Education and Extension, Duluth Center

and

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TABLE OF CONTENTS

		Page
PREFACE		iv
SECTION A:	Principal Conference Papers	1
CHAPTER ONE:	We've Come A Long Way, Baby Thomas F. Stark, Director of the Educational Research Development Council & Associate Prefessor of Educational Administration, University of Minnesota, Twin Cities	2
CHAPTER TWO:	Hey! Who Runs This Show? Clair T. Blikre, President North Dakota School of Science Wahpeton, North Dakota	8
CHAPTER THREE:	Bargaining Allows Teachers to Teach! Ralph Chesebrough, Executive Secretary Minnesota Junior College Faculty Association St. Paul, Minnesota	23
SECTION B:	The Instructional Program	27
CHAPTER FOUR:	The Iron Range Institute Don A. Morgan, Associate Professor College of Education University of Minnesota, Twin Cities	28
APPENDIX A:	Career Education in Post-secondary Institution A summary of workshop participant responses in a session organized and led by: Mary Klaurens, Associate Professor of Distributive Education University of Minnesota, Twin Cities	32

PREFACE

Relationships between faculties of two year colleges and their boards, or the administrative units representing the boards, presently run the full gamut between extremely delicate and extremely brutal. This has particular meaning in the Midwest where, with the exception of Michigan--with its long labor history in automobile manufacturing as well as in education, formal negotiations union-style between boards or their representatives and faculties or their representatives has produces some considerable uneasiness on both sides of the representation process.

This publication is essentially the documented proceedings of the major parts of a conference on two year college negotiations. The conference, held July 18-19 at Virginia, Minnesota and hosted by Mesabi Community College, was scheduled for mid-week as an integral part of the second annual Iron Range Institute on Two Year College Faculty Problems. The theme was "Master Contracts - Pros and Cons."

The whole institute, discussed in Chapter Four of this publication, is served by an Advisory Committee which includes the Deans of Instruction of the two year colleges located in or proximate to Minnesota's legendary Mesabi iron ore country. This Committee felt the subject of negotiations critical to Minnesota at this juncture as the first master contract (see Chapter Three) for the entire faculties of two year colleges in the State had just been negotiated. The Committee also felt that the topic would be of interest also to two year colleges of the entire Midwest--the prime area of service for the Iron Range Institute though it continues to draw students and participants from as far away as Maine and Florida.

The three visiting authorities presented in this publication were invited to make addresses at the conference both because of their personal expertise and reputations and because of the distinctly different perspectives from which each now operates.

Tom Stark (Chapter One) is a professor at the University of Minnesota where he has the dual function of serving as the director of the Educational Research Development Council (ERDC) and as an associate professor with a principal interest in personnel practices. Tom has also been a superintendent of schools in a district (Grand Rapids, Minnesota) when it operated an area vocational school as well as its K-12 program. After the State took over all public junior colleges, Tom engineered the transfer of the vocational school operation to Itasca Junior College and the result, Itasca Community College, is the only truly comprehensive based public two year college in Minnesota.

All other vocational schools and institutes in Minnesota remain under single K-12 district domination and under the central control of the Commissioner (Superintendent) of Schools. Tom has approached the conference theme from an historical perspective and lays the base for the following two chapters.

Clair Blikre, the president of North Dakota's School of Science at Wahpeton, is a well known and highly respected and innovative administrator in the upper Midwest. Operating from a wide scope of programs, both technical and academic, he represents a state and college where there has yet to develop significant negotiation processes of a formal nature. His paper is concerned with asking the questions which formal negotiations and unionization might represent to a state which has not yet gone that way.

Ralph Chesebrough, executive secretary of the Minnesota Junior College Faculty Association, came to Minnesota with deep experience in faculty organization work in Michigan. He has been one of the central figures behind the movement of the Minnesota junior college faculties to a master contract. His paper is concerned with specific answers to some of the questions raised by President Blikre in the preceding chapter.

The first three chapters present a flow from the academic and historical to the questions raised in the practical situation and then into the actual practices of on-going faculty negotiations for the base of a master contract.

Chapter Four is a detailing of the development of the Iron Range Institute. It also describes aspects of the instructional program involved.

The strength of the Symposium in terms of the planning and outcome is a direct result of the strengths of the Advisory Committee serving it. Specifically commended are the four deans of instruction -- Ralph Anderson of Rainey River Community College, Richard Kohlhase of Mesabi Community College, James Kraby of Itasca Community College and Myron Schmidt of Hibbing Community College--who contributed so heavily during the planning stage.

No affair as complicated as the Symposium and the related Institute can be carried out without an administrative unit. In this case it was the good offices of James Kafka, Director, Duluth Center for Continuing Education and Extension, University of Minnesota-Duluth. Jim not only accounted for much of the promotion, publication of and routine administrative work but also served on the Advisory Committee. He was aided in this work by his assistant Thomas Pollock who assumed larger responsibilities as things moved along and was a major contributor to the success of the total program.

Once again recognition of the host institution, Mesabi Community College, must be made. Dean Kohlhase served on the Advisory Committee, and he also made the local arrangements so necessary to such an affair. He also made sure his president, G. M. Staupe, was there to greet participants in both the Symposium and the Institute.

Deep gratitute is extended to all mentioned above. Without them it would not have been possible to have had such a successful week. However, none mentioned above are held accountable for what is presented here. Editing efforts have been kept to a minimum in order to preserve the full flavor of the presentations made. Mistakes often result from this most tedious of tasks, and these must be apologized for in advance and are the full responsibility of the editor.

Don A. Morgan
University of Minnesota
Minneapolis 1973

SECTION A:

PRINCIPAL CONFERENCE PAPERS

CHAPTER ONE

WE'VE COME A LONG WAY, BABY

BY

Thomas F. Stark*

There was a time when governmental employees were meek and docile. When they were considered public servants. They were paid what their governing boards unilaterally decided they should be paid. Their problems, concerns and requests were often unheard. They were truly servants, servants of the public.

And that time was not too long ago. I consider myself more than a few years away from medicare, yet can remember when boards of education said to teachers wanting to be heard regarding salary matters, "you just worry about doing a good job teaching our young people, we'll worry about what you'll be paid." Or when teachers wanted to participate in the planning of a new school building, a board member replied "we'll build the schools, you teach in them."

Characteristic of this era was the employment conditions found in the contract signed by teachers not too many years ago in a southern community.

> I promise to take a vital interest in all phases of Sunday-school work, donating of my time, service and money without stint for the uplift and benefit of the community.
>
> I promise to abstain from all dancing, immodest dressing, and any other conduct unbecoming a teacher and a lady.
>
> I promise not to go out with any young men except in so far as it may be necessary to stimulate Sunday-school work.
>
> I promise not to fall in love, to become engaged or secretly married.

---

*Dr. Stark is Director of the Educational Research Development Council (ERDC) at the University of Minnesota. He was formerly Superintendent of Schools at Grand Rapids, Minnesota when that district made it possible for a post-secondary technical institute and a junior college to combine--the only such case of this in Minnesota's history.

> I promise not to encourage or tolerate the least familiarity on the part of any of my boy pupils.
>
> I promise to sleep at least eight hours a night, to eat carefully, and to take every precaution to keep in the best of health and spirits, in order that I may be better able to render efficient service to my pupils.
>
> I promise to remember that I owe a duty to the townspeople who are paying me my wages, that I owe respect to the school board and the superintendent that hired me, and that I shall consider myself at all times the willing servant of the school board and the townspeople.[1]

I remember, too, seeing an early employment policy from a North Dakota school district which read, "Teachers who marry or engage in any other immoral activity will be automatically dismissed."

If you have had the distinct pleasure of being a school board member or an educational administrator during the last five or six years, you will agree that the ball game has changed. No longer is the power to run educational institutions exclusively the power of board members and administrators. In addition to teachers and other employee groups wanting more power, the federal government, the courts, the legislatures, countless community groups and students are all wanting a greater share of the action.

Increased teacher power at the elementary and secondary levels has come about primarily through action by two powerful employee groups--the National Education Association (NEA) and the American Federation of Teachers (AFT). These organizations are finely tuned organizations, dedicated to winning greater concessions for their constituencies. They are well organized, highly trained, very adequately financed and determined to win higher salaries, improved working conditions and a greater say in establishing policies and in determining the direction for educational institutions.

One need only chart out changes in salaries and working conditions which have occurred over the last half decade to realize the effect that the teacher organizations have had in promoting teacher welfare. As a case in point, let me say that I am one who happens to believe that a good part of the oversupply of teachers that we are presently experiencing is due in the main to the success of the NEA and AFT in increasing the desirability of teaching as a profession, vis-a-vis better working conditions.

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[1] "The Teacher Goes Job-Hunting," The Nation, 1927, Vol. 124, p. 606.

More young people have seen teaching as a rewarding profession, and as a result have prepared themselves for a teaching career. At the same time, teachers engaged in non-teaching activities have chosen, because of improved conditions, to return to their first love, teaching.

I reiterate that the improved conditions for teachers, both financially and in terms of being heard relative to policy formation, are due primarily to the effectiveness of teacher organizations. The vehicles through which the gains have been made, however, have been legal enactments which have given teachers greater power. In fact, legal enactments which provide the right to organize for bargaining purposes have done much to promote the present strength of the NEA and the AFT.

Giving teachers the right to negotiate the conditions of employment seems like a reasonable thing. One might ask why has this all taken so long? Why has the United States been so slow to extend to public employees the right to union representation which has been guaranteed to employees in the private sector since the Wagner Act of 1935? The answer, I think, lies, in part, in my opening remarks--that public employees were considered servants, and that as such, they did not have to be heard. Secondly, teachers viewed themselves as professionals, akin to doctors and lawyers and as such, they should not bargain as laborers.

In the 1950's, however, the legal right to organize began to be extended to public employees in certain of our larger metropolitan communities. In 1962, President John F. Kennedy issued Executive Order 10988 which gave the federal government, as a whole, its first formal program for employee-management cooperation. Also during the 1960's, many states enacted laws governing negotiations for state employees. In fact, by 1972 twenty-nine states had adopted laws permitting the formation of unions of state employees.[2]

In Minnesota, a significant piece of legislation was passed in 1967 relative to employer/employee relations in elementary and secondary education. That law became known as the Meet and Confer Law. It covered all elementary and secondary certified personnel except the superintendent. Of the three types of representation found in most laws--multiple, proportional or exclusive, the law provided for proportional recognition (i.e., a five member committee reflecting membership strengths of local employee organizations). The administrative agency for determining representation on the council was the local school board.

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[2]Duryea, E. D., Fisk, Robert S. and Associates, Faculty Unions and Collective Bargaining. San Francisco: Jossey-Bass Publishers, 1973, p. 4.

Unfair labor practices were specified. The scope of bargainable issues was "conditions of professional service." This was defined as "economic aspects relating to terms of employment ... but not educational policies of the district." The final agreement, as a result of meeting and conferring, was finalized by a simple board resolution. Impasse was hopefully resolved by an adjustment panel of three members. Findings of the adjustment panel were not binding. Teachers could not strike. The board of education could, in the end, establish the economic conditions for teachers as they saw fit.

A number of problems existed with the 1967 Meet and Confer Law. For example, a good negotiation law should specify quite clearly who is to negotiate with whom about what. The who, whom and what questions were not clear within the 1967 enactment.

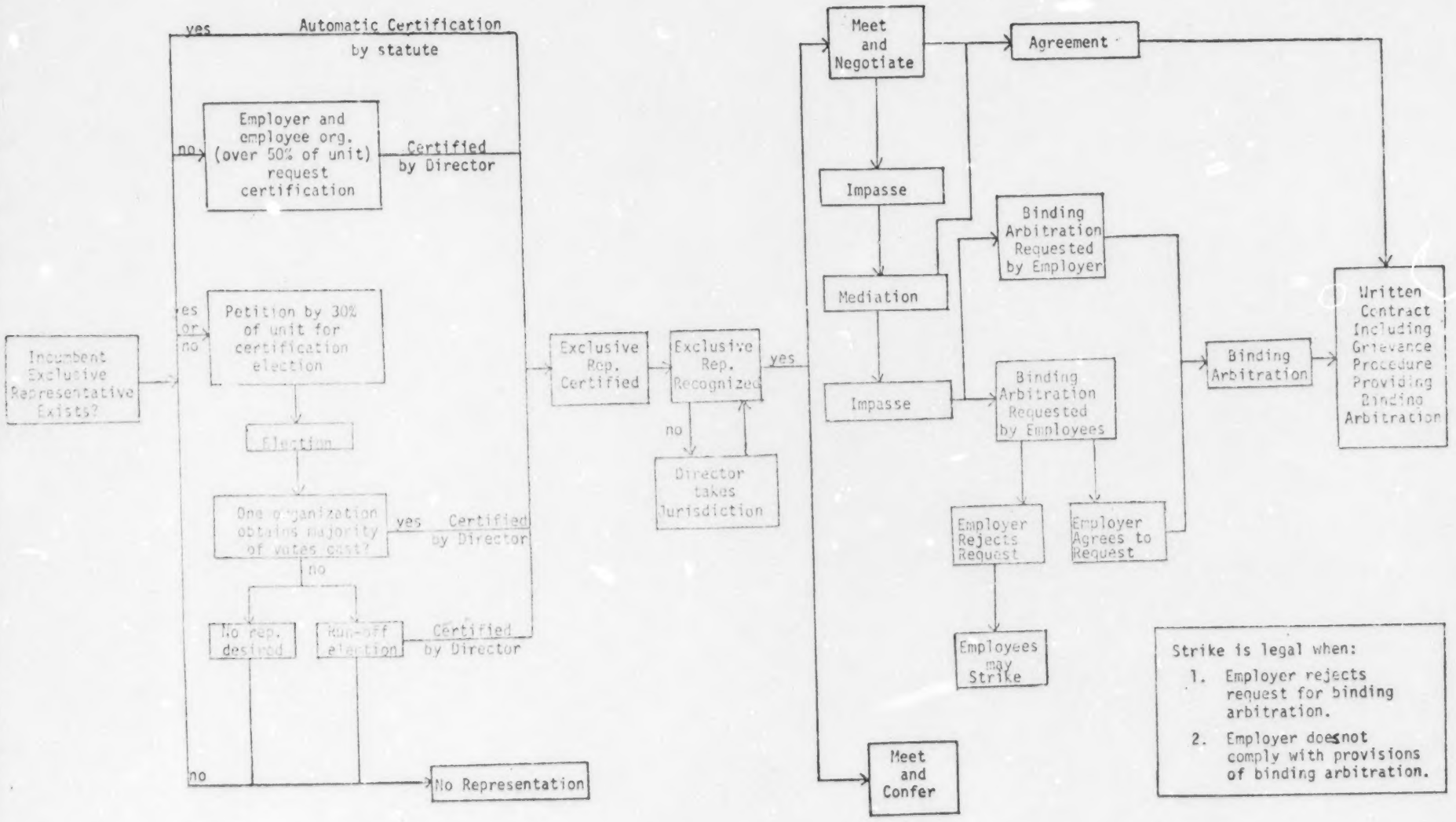
The 1971 legislative session enacted a significant piece of legislation which came to be known as the Public Employment Labor Relations Act of 1971 (PELRA). It covered almost all of the public employees within the state. The Act was subsequently amended by the 1973 legislature. The amended version of the law deals directly with problems which were manifest in the 1967 Meet and Confer Law. The main features of the act include:

1. Provision for exclusive representation instead of proportional recognition.
2. Creation of a Bureau of Mediation Services for unit determination, election supervision and mediation services.
3. Creation of a Public Employment Relations Board to provide arbitration services.
4. Separation of "meet and negotiate" issues from "meet and confer" issues.
5. Clear statements of unfair labor practices.
6. Inclusion of all public employees with only minor exceptions.
7. Mandated written master contracts.
8. Binding arbitration.
9. Binding grievance procedures.
10. Legal strikes under certain circumstances.

The chart which follows captures the working dimensions of the Public Employment Labor Relations Act of 1971 as amended by the 1973 legislature. To explain the working format of the chart, let us follow several possible sets of circumstances.

The basic and first question to be asked is whether or not an exclusive representative, as a result of PELRA 1971, exists.

PELRA 1973 PROCEDURES



If none exists and if the employer and an employee organization do not ask for certification of the organization, or if there is no petition for certification election, one follows the first vertical line on the chart to the bottom of the chart and horizontally to the right to the box which states "no representation". And that is exactly what would happen; there would be no official representation for employee unit.

Now, however, let us take a more realistic journey over the chart; a journey representing what is perhaps the desired sequence of events. Let us assume that an exclusive representative exists as a result of PELRA 1971. There would be automatic certification by the statute. That certification would hold unless challenged by a petition by 30% or more of the unit for an election. Let us assume that there is no challenge and that the employer reorganized the unit. The two parties meet and negotiate and meet and confer, an agreement is reached and is consumated by a written contract. The job is done!

Other paths over the chart indicate the other major procedures specified by the law. One should note that there are only two circumstances under the law in which a strike is legal. The first is in the event that an employer rejects the employees request for binding arbitration. The second is in the event that the employer does not comply with the provisions of arbitrators findings.

CONCLUSION:

It seems that Minnesota has a workable law. However, it is going to be up to employers and employees, particularly in the public education sector, to see that it works well. Neither side should lose sight of the fact that the purpose of this law and of negotiations in general is to resolve disputes and to come to agreement. It is no longer necessary to be either meek or docile on the one hand or dominant and paternalistic on the other. What is essential is good faith. We have come a long way.

CHAPTER TWO

HEY! WHO RUNS THIS SHOW?

(Faculty Representation - Master Contracts - Pro & Con)

BY

Clair T. Blikre*

Some say that the teaching profession is no longer a profession but a labor union whose primary motives are self-preservation and self-esteem!

Who is to blame for that? It is suggested that faculty members do have, in many cases, ample reasons for seeking direction and help. Problems real or imagined prevail.

Like most other elements that make up our present society, the post-secondary educational institutions are undergoing considerable stress and strain. Their purposes are being re-examined, the essential independence of the campuses is being eroded, conflict on campuses has intensified, change is more than normally necessary, and governance, "how-by-whom", has become a seemingly vital issue.

CLASSIC ROLE OF THE BOARD AND PRESIDENT:

Thus it is more important than ever for the board of a college to provide for effective governance. While the board should not run the college, it must assure that the college is well run!

The board holds and interprets the trust and has the responsibility for the long-run welfare of the total institution, defines the purposes and standards, is the guardian of the mission, and evaluates overall performance.

Under the direction of the board, the president holds the key administrative position.

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*Dr. Blikre is President, North Dakota School of Science at Wahpeton, North Dakota. His college has a comprehensive, two year curriculum emphasizing technical programs and a state-wide population as a service area.

He must provide leadership to and through people - and that includes faculty members. It also includes the various governmental agencies as well as the public that not only has expectations but pays the bill.

It is relatively safe to say: "An effective lay board and an active president are crucial to the relevant development of an institution." Does this generally prevail?

THE CURRENT SITUATION:

The present times seem to call for substantial changes on most campuses and also in the relationships of most campuses to society. Will it require greater, not less, presidential influence to initiate and to guide the changes? Will fiscal stringency require more administrative authority? At any rate, it is well to realize that periods of change are also periods of unusual tension as well as times that require understanding and action to effectively resolve conflict.

Herbert Schooling, Chancellor of the University of Missouri, Columbus, may have explained at least part of the problem when he said: "The acceleration of societal change which necessarily conditions our leadership reflexes has literally caught us with our administrative pantaloons detached from our bulging midriffs".

The implications are clear. Leadership - its quality, while more important than ever, may be wanting:

Leadership that:

Inspires trust among and to diverse viewpoints,
Is forceful but not demanding,
Is decisive but not defensive,
Is capable of purposive listening, and
Is emotionally secure.

Leadership must:

Develop an awareness of needs of human beings, and
Understand conflict and how to deal with it.

Leadership must then involve the participants so that:

Common goals are identified,
The problem is understood, and
Procedures for "How to Achieve" are agreed upon by the majority.

Leadership needs to understand that when we broaden the decision-making process it is more likely to sharpen and improve the ultimate decisions, and understanding and trust grows.

SHARED AUTHORITY:

The concept of shared authority has been prevalent on many campuses for some time. However, the problems arise when the extent of involvement is challenged. In all probability, the decade of the 70's will be that period in which faculty involvement in the decision-making process will be assured through negotiated contractural agreements. However, this past year has indicated a slow-down, a wait-and-see attitude.

Faculty members are seeking ever more power in the governance of their respective colleges, and there is general agreement that this is widespread enough to constitute a trend. In a growing number of institutions this power is expressed and organized by master contracts achieved through collective bargaining.

It is well to understand, however, that some form of collective bargaining appears to be inevitable as the process is now reaching out to embrace virtually all of higher education, whether college and university administrators are prepared to accept that fact or not! Thus, members of post-secondary institutions must not only address themselves to the issues at hand, but also get their "house in order" so that a "unique collective bargaining" vehicle can be designed and developed that not only fits a particular institution, but will improve the quality of education and will help an institution to achieve its stated goal within the means and resources provided.

WHAT IS COLLECTIVE BARGAINING?

1. A method of determining conditions of employment between representatives of the employer and employee organizations which is usually set forth in writing - a master contract or a comprehensive agreement may be the result.
2. A vehicle for the resolution of interest differences by the process of compromise.
3. The definition found in many state's labor relations statutes is normally as expressed by the National Labor Relations Act which is as follows:

> To bargain collectively is the performance of the mutual obligation of the employer and the representative of the employees to meet at reasonable times and confer in good faith with respect to wages, hours, and other terms and conditions of employment, or the negotiation of an agreement, or any question arising thereunder and the execution of a written contract incorporating any agreement reached if requested by either party, but such obligation does not compel either party to agree to a proposal or require the making of a concession.

Some state laws and the policies of the National Labor Relations Board are becoming more favorable to collective bargaining organization by faculty members.

Sentiment for unionization is strongest in community colleges; next are the more specialized, comprehensive, four year colleges that are closest to elementary and secondary teachers.

THE TREND TO UNIONS:

Unionization of faculty members is now proceeding throughout all of higher education. The Carnegie Commission report - "Governance of Higher Education, April, 1973, stated: "As of January, 1973, about 170 bargaining units including faculty members existed; this involves about 250 institutions of the 2800 plus institutions, and about three-fourths of these units are on community college campuses. The states of New York, California, Michigan, New Jersey, and Massachusetts headline post-secondary institutions with formal organizational programs for the faculty."

Faculty members at the forefront include the young faculty members, normally under 30, who are more predisposed toward collective bargaining; the nontenured, those who are "left" regardless of age, and those who consider salaries "too low", and their administration and/or organization as poor.

Why? Several concerns intensify the attention to collective bargaining; these include:

1. Perhaps the most fundamental reason is derived from the general authority crises which exists all over. The absence of common goals and a shared sense of purpose is of concern and it is obvious that there is a desire to control the conditions under which faculty exercise their skill. But, it goes beyond the desire of faculty to share in the power. Old traditions no longer hold and there is a sense in which everything seems to be up for grabs.

2. The decline of executive power, expansion of middle management, the bureaucratization which has developed to cope with size, student power, and contempt for tradition.

3. The resurgence of governing boards into "activist" roles.

4. Increased claims for control by external and by state agencies and legislatures - making more of the decisions on goals and priorities that affect the campus and the faculty.

5. Salaries are rising more slowly; budgetary support for faculty interests is harder to obtain.

6. Static or declining enrollments with a corresponding effort to control the conditions of employment.

7. Fewer opportunities, due to the rate of growth, policies on promotion and tenure, women and minority groups.

8. Mounting competition for the tax dollars and hold-over public's concern about student behavior.

For these reasons, and others, many faculty members feel a need to organize in order to "defend" themselves in a suddenly hostile world--more for protection than aggression, or more of an effort to preserve the status quo than to achieve a new position of affluence and influence as is the generally stated goal of union groups.

On the other hand, employees on college and university campuses have come to learn first hand what can be accomplished by means of collective action. This plus the fact that permissive legislation to organize is being conferred in more and more states permits state employees to collectively bargain.

On some campuses substantial involvement and an opportunity for a "piece of the action" prevails. On other campuses faculty members never have had much influence through committees and senates, especially in two year institutions. They seek to obtain power, to redistribute it, and see collective bargaining as providing an opportunity to obtain power from administrators and/or boards.

To summarize some of the reasons why faculty members want some form of collective bargaining would include job security, shared responsibility, concern over loss of individuality, and social and economic conditions.

While the trends of the time dictate that faculty members have the right to organize and to bargain collectively, it is appropriate that faculty members should analyze carefully not only whether or not they want to bargain collectively, but what impact it will have on the institution, on academic life, and on their present mode of operation.

THE IMPACT OF INSTITUTIONS:

It is well to understand:

> Governance is a means and not an end! It needs to be devised and adjusted not for its own sake but for the sake of the welfare of the entire academic enterprise.

The recognition of the great variety of patterns, conditions, and responses is the beginning of wisdom in approaching the problems of governance.

There is no clear-cut theory about governance within institutions that is generally recognized as a basis for approaching standard policy.

What may be good or true for one institution may not be good or true for another.

Size and functions add to complexity and formality; thus institutions must be organized to stay relevant, flexible and responsive.

There are many facets in an institution; thus interdependence, communication, and joint action are important.

Any enterprise must, if it is to be effective and efficient, have some one in charge; specific and appropriate authority and responsibility must be delegated.

What are the potential implications of collective bargaining? One really knows what unionization will finally do, now what the impact of collective bargaining will be on such cherished values as collegiality, professionalism, and institutional autonomy.

Will the price of unionism result in greater loss of self-commitment, motivation, and intellectual freedom which are the goals of our academic profession? Of course, it makes a great deal of difference "what is being bargained." Does it include governance and finances as well as economic benefits?

Is it imperative therefore, to ask and understand:

1. What impact will collective bargaining have on rights which now exist and on the environment under which they are exercised? How about the course of instruction, determination of grades and degrees, academic freedom, work load and hours?
2. Will unionization by faculty members give rise to unionization by students? Students may see that their participation in committees is partly nullified by their exclusion from bargaining units, and organize in response.
3. Will unionization strengthen managerial authority? Will matters that are now determined by departments, committees, and senates be subject to the terms of the contract? Will management bargain for productivity or leave it as it is? Will grievances be placed to outside arbitrators rather than faculty committees? Will it be determined that teachers should teach and managers should manage?

4. Will collective bargaining reduce campus autonomy?
   It is basic to settle disputes with the people who have the money; thus, state systems involved will bargain with the governor and legislature or their committees.
   It is basic for a board similar to NLRB to determine basic issues and topics that will be bargained.
   Will arbitrators rule on contract disputes and grievances?
   Will line-item budgeting become more prevalent?
5. What will be the relationships with boards and administrators; or the position of senior and junior faculty members, or non-faculty if placed in some bargaining unit?
6. Will there be a greater negative response from the parents, tax payers, legislature, and even students?

There are two major current assumptions about the impact of collective bargaining on institutional life, campus life-styles, and academic traditions:

1. By broadening the scope of negotiations at the bargaining table to include faculty in governance, the control over campus decision-making will shift from the faculty (or the faculty senate) to the union. This will create an adversary form of government, tend to polarize the faculty, students and administrators, and destroy collegiality as a viable system of relationships on the college campus;

2. The highest standards of faculty professionalism and the system of collegiality in American higher education will be preserved intact only if union and campus representatives can find creative ways to include faculty governance in collective bargaining without allowing the system of decision-making to become the exclusive property of either the union or the institution.

Others consider that the rights of faculty to participate in campus decision making should be exercised within the traditional campus governance structure by means of the faculty organization existing for that purpose outside of and apart from the collective bargaining agreement.

Do you believe it is possible for the union and the senate to peacefully co-exist, each satisfied with its assigned role, and each respecting the borders and jurisdiction of the other? It is conceivable that on any campus one can expect harmony between two vigorous organizations - one a senate, the other a certified bargaining agent - both purporting to represent the self-same interests of the faculty? At some point the senate and the union will inevitably square off with each other on the issue of which organization really represents the interest of faculty to the board and the administration. On those campuses, which have or will have both unionized faculty and an active faculty senate, it will become increasingly difficult for the administration to grant recognition to and deal effectively with a faculty senate concerning decisions which affect not only the pay, promotion, tenure and workload of faculty but which affect admissions, curriculum and long-range planning as well.

WHAT DO THE FACULTY ORGANIZERS WANT?

Faculty members will need to decide more clearly what they really want from governing structures. Many conflicts, opinions and ambiguities now exist.

Do they want co-determination with administrators and boards in areas of academic and personal concern?
Do they want a situation of "totalism"--where everybody gets in on everything?
Do they want to be their own board and administration?
Do they want to have a system of collective bargaining, a master contract where everything is "black and white"? or
Do they want some combination of possibilities?

There are several routes to power, but they cannot be all followed simultaneously. Many faculty members are not concerned, and let a vocal minority push the issues - good or bad. At some point, rhetoric and sentiment must give way to reality, and hard decisions.

Many faculties have and more will choose collective bargaining, because of the prospects of higher salaries, better and more certain conditions, more control, and other prospective gains.

Two basic decisions must be made relative to collective bargaining:

1. Should a narrow or broad unit of representation prevail - faculty members only; others; or all employees?
2. Should a narrow or broad contract in terms of coverage prevail - salary and fringe benefits only, or also academic, financial and governance policies?

The Carnegie Commission favors the plan that would include only the faculty because they constitute a separate professional craft; they have certain managerial responsibilities like course instruction, grades, degrees granted, that precludes being part of a larger group. The Commission also favors the contract that only includes economic benefits. If formal collective bargaining is to be undertaken with an outside agency, the Commission favors a combination of co-determination for academic affairs and collective bargaining for economic matters with the senate sharing certain managerial functions, and the union handling adversary functions.

The approach to contract coverage should be one of restraint. The basic choices, then, appear to be co-determination, collective bargaining, or some combination between the two.

It is not possible for faculty members to have it both ways - they cannot engage in co-determination and in collective bargaining on the same issues at the same time!

If social conflict in society and tension on campuses becomes even more prevalent and consensus integrates in academic life, then co-determination will be rather difficult to maintain. If aggravated conflict prevails, collective bargaining may need to be instituted as it does provide for the rule of law and for:

agreed upon rules of behavior;
contractural understanding;
mechanisms for settling disputes; and
grievance handling.

VEHICLES FOR NEGOTIATION:

Collective bargaining has three distinct bases for its legal structure:

1. National Labor Relations Board which has jurisdiction over most nonpublic institution;
2. Diverse state statutes where they exist; and
3. State judicial precedences where courts have ruled.

But a majority of public institutions do not have special provisions which provide for and regulate collective bargaining activities.

It appears that three national organizations will be in the forefront of organizing faculties:

1. AAUP (American Association of University Professors)
   They believe a new form of collective bargaining, designed to meet needs of higher education must be developed, so as to assure the preservation of academic freedom and tenure and enhance the faculties role in institutional governance while at the same time securing and improving economic benefits (salary and fringe benefits.)

   They desire to create an environment in which all constituents can carry out roles and maintain shared authority and avoid adversary relationship.

2. AFT (American Federation of Teachers)
   Their position is to consider the institutions as a group of autonomous locals differing in some aspects from the industrial sector, in that institutions will be open (not closed shop) and faculty judgment and due process will be the procedure of operation in resolving both monetary and academic issues.

   Many educators view their position as an adversary relationship between employee and employer, and believe their contract would be developed on bread and butter issues.

   The AFT's position is based on traditional labor-management concept - thus, the president's role would be more advisory and to negotiate for the board.

3. NEA (National Educational Association)
It has been traditionally associated with elementary and secondary systems, but now has set about developing a comprehensive plan to organize and inform entire professional staff in the area of collective bargaining.

The NEA considers all factors that affect faculty negotiable, but it has three major objectives:

1. organize and coordinate higher education; nationally provide legislation at federal level;
2. strengthen state associations resources and commitments to higher education; and
3. organize and strengthen campus affiliates by providing staff and resources to do the job, be it bargaining, grievance solving, or a voice in campus affairs.

Several authorities believe that the present economic conditions will provide the catalyst for collective bargaining and that the group which can provide the most political clout will represent the faculty in the negotiation process.

Whatever the case, the die is cast; the promise of higher pay, job security and protection against increased teaching loads are the watch words expressed by the three prospective unions vying for membership.

SO, WHAT ABOUT TOMORROW?

Are you prepared for: (1) a request by a bargaining unit - employees who vote on whether to organize for purposes of collective bargaining and to have a bargaining agent; (2) an exclusive representative - the employee organization to represent all employees in a bargaining unit; (3) a master contract; and (4) a settlement awarded by an arbitrator?

Collective bargaining, of one kind or another is here to stay! There is a growing feeling that a master contract or comprehensive agreements is essential in any situation, be it in the public or private sector, in which a large number of employees are under contract to a single employer.

A master contract, some say, is nothing more or less than a document that incorporates all of the provisions of policy that affect the working day and working life of the employee. It represents a full and complete understanding between the parties of any contract covered by the terms of the agreement.

It is difficult for me to imagine an institution without a formal organization, guidelines for direction, administrative-faculty-and student structures with stated objectives and responsibilities.

RECOMMENDATIONS:

The best advice we could give, if it is not already too late, would be to:

1. strengthen collegial governance on any campus so that the principles of shared government becomes well-established.
2. Plan in advance for the most effective leadership for the bargaining table; determine in advance the relationship between existing governance bodies and the preferred negotiatee union. Advance planning and training is crucial!

While we in North Dakota have not been too severely tested, there is an awareness of such potential. The system of higher education includes two universities, four four-year colleges, two two-year branches, and the State School of Science with which I am privileged to be associated.

We are all part of the system with a seven member board and a commissioner and his staff. There is considerable autonomy, and through faculty organizations of one kind or another and broad state-wide Board policies including tenure, many of the concerns are spelled out.

A year ago the North Dakota Education Association employed a capable young attorney whose major role was to enlist the membership of higher education's faculty. The Council for Higher Education was formed through his efforts, and a number from each campus joined the association. The motive of this organization is similar to the actions of others in that "they seek a greater voice in all the affairs of state!" It is expected that this group or another will muster sufficient strength to do some good.

CONCLUSION:

It has long been my suggestion that:

> We are part of a state system; let's have representatives - an administrator and one or two faculty members from each institution to meet and determine the course of action, specifically as it relates to the whole area of economics and related fiscal matters. This is now reality. This committee should meet with the Board and Presidents' jointly to spell out their proposals. After agreement, it is suggested that representatives from the Board and this state-wide Personnel Policies Committee should meet with legislative and executive representatives to discuss and seek approval of their proposal.

It is believed that the negotiated "Master Contracts" will be a way of life for most institutions. It is preferred, however, that it be an institutional, professional, negotiation model where co-determination between administration and faculty exists; and shared authority, trust, and understanding of professional responsibilities prevail.

It is assumed that collective bargaining stands a better chance of being diverted if colleges and universities develop a vehicle to assure proper involvement in the decision-making process, and if legislative bodies make allocations based on societal needs.

At any rate, the approval of Master Contract coverage should be one of restraint. If it must be, then the contract should be limited to economic and financial benefits, and governance and academic affairs left or put in the hands of the institutional system.

As we proceed to carry out our mission, for our institution and within our assigned responsibilities we need to have uppermost in our mind these questions: Is the institution operated as a service to society and for the benefit of learning or is it operated for the benefit of the faculty? Do colleges exist primarily to teach its students, or to set the terms and conditions for teacher employment?

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CHAPTER THREE

BARGAINING ALLOWS TEACHERS TO TEACH!

BY

Ralph Chesebrough*

The State Junior College System in Minnesota completed the negotiation of their first statewide contract in April of 1973, after 18 or so months of negotiation. The first contract was a difficult one to negotiate in Minnesota, as in most places.

The concept had been foreign to both parties and while faculty accepted the concept and petitioned for the bargaining process, the governing board had been resistant. They seemed threatened by the process, and little progress was made for months. The board seemed determined that the only things which a contract would cover would be salaries and economic-type fringe benefits. They did propose, however; elimination of tenure, the institution of a forty-hour week, and some similar types of repressive measures. As the faculty association made clear that they did not wish to take over the functions of the board and as the process became clearer to both parties, negotiation progress increased. The board was apparently reassured by a clearer comprehension that a master employment contract was a contract like any other contract that requires the compliance of both parties.

BACKGROUND:

The coming of negotiations to education is as natural as the evolution of civilization itself. Forty or fifty years ago the typical college as a "community of scholars" and most of the students, except in the professions, came from families of means to seek knowledge for the sake of knowledge. World War II brought a dramatic change to that picture of a college.

Returning G. I.'s invaded colleges in fantastic numbers bringing a new breed of students - sons of immigrants, of steel workers, of share-croppers, of miners and the vast array of workers' sons.

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*Mr. Chesebrough is the first executive secretary serving full-time for the Minnesota Junior College Faculty Association - an affiliate of the Minnesota Education Association. He was one of the key leaders in moving the two year college faculties to a state-wide master contract with the MJCFA designated as the principal representative agent of the faculties.

The new students were highly motivated and good scholars, but they sought knowledge as a means to an end - a better station in society, a better job. Some stayed in education and became teachers - researchers - professors. And gradually the role of higher education has changed, at least in the perception of some observers. It is no longer an institution whose major role is to simply expand the thresholds of knowledge but is a training institution filling the need for more and more skilled citizens in our society.

Concurrent with the pressure group development in our society was a tightening of resources and support in higher education. The cost for educating the new masses was and remains high. Personal relationships of faculty and administrators have become increasingly remote. The result has been an increasing frustration level among faculty, especially in the areas of faculty participation in decision-making and in matters of establishing salaries and fringe benefits.

The success of teachers in the public school sector in negotiation or bargaining has stimulated professorial types to consider the merits of collective bargaining as a viable avenue to economic justice and appropriate faculty involvement. Community and junior colleges have negotiated contracts in numerous states and in significant numbers, but enough "four year" colleges and universities have embraced the negotiations approach to establish its credibility for all of higher education. Notable among the colleges and universities are City University of New York, State University of New York, the Pennsylvania State College System, the New Jersey State College System, Central Michigan University and Oakland University.

PUTTING THE CONTRACT TO WORK:

Because of the press of time and the need to submit the negotiated contract to the state legislature, not all issues were negotiated which might have been and some items were settled in a manner different from what might have occurred had circumstances been different.

The tremendous growth of institutions of higher education required vast new financial outlays and a new focus of administration. This focus was in a new set of processes less personal and more concerned with logistics, buildings, parking, registration, housing, grants, etc. Presidents, like it or not, no longer were "colleagues" but managers, administrators, supervisors, and too often manipulators.

Note that these occurrences were not isolated from occurrences in the parent society. With World War I came a focus on women's rights movements and the 18th amendment. World War II was fought to keep the world "free," and after it was over a tremendous civil rights movement was undertaken to win equal rights for Blacks. Between the wars, the labor movement which was in its infancy, boomed and legislation recognized laborers right to organize was passed (Wagner Act).

Following the example of the civil rights movement, demonstrations for peace (or whatever cause) became commonplace and Americans became more and more aware that change in our complex society most often results from pressure. They also recognized that that kind of pressure most often is generated by groups, by organizations, or at least by organized effort. Right or wrong, in our society pressure brings results and pressure results from the organized efforts of concerned individuals with common concerns--the bigger the group, the better financed and the greater the likelihood of success.

Perhaps the most discussed aspects of the Minnesota contract are those which deal with due process and dismissals. The contract makes no reference whatever to tenure. All full-time employees must be given timely notice if there is any intention to terminate their services and if the termination is for other than reduction in force or position elimination, a hearing must be afforded to the faculty member. It is the responsibility of the college president to establish just cause for termination in that hearing, with the opportunity for the faculty member to cross-examine, enter evidence, and present witnesses. If the finding is not favorable to the faculty member, he may appeal the decision to an impartial outside arbitrator.

This procedure protects all full-time faculty and provides all full-time faculty with a "property right" as defined by the Supreme Court in the Roth and Sinderman cases.

Those who were concerned about "tenure" seemed to be concerned for one of two reasons or both of those reasons: 1) a fear of losing something they presently had and; 2) a concern that tenure was earned and "junior colleagues" should have to serve their probationary period. The first concern broke down when it was clarified that the new procedure provided greater protection and a better hearing process than did the previous tenure policy. The second argument was more difficult to deal with since it tended to be more emotional. Faculty members tended to feel that a faculty member under administration attack was entitled to due process; those whom faculty tenure committees had not supported, however, were not entitled to those same considerations.

Ultimately, the "due process" clauses are widely supported because they offer to the faculty member: 1) employment security - he does not fear that his employment will be terminated for whim; 2) it protects the academic freedom of all full-time faculty. There is an academic freedom section in the contract and that section combined with the due process language makes the academic domain of the faculty member completely clear.

THE QUESTION OF "FACULTY LOAD":

The other area of the contract most often discussed was the section dealing with faculty assignment.

The negotiation process was frustrating in the area of load. Numerous tables and sliding scales were introduced, but none seemed to adequately define or limit an equitable faculty load.

The problem revolved around the fact that there are so many diverse approaches to instruction that the old 12-15 credits guideline was inadequate. There were lecture classes, lecture-lab classes, tutorial-lab classes, lab only classes, activity classes, combined classes running concurrently, large classes (hundreds), small classes (3 or 4), many preparations, and few preparations.

The compromise language in the contract provides only for 25 hours to be scheduled including lab, lectures, office hours, committees, etc. It also provides that such assignments are to be equitable. An additional limitation provides that a faculty member's average day must not exceed six hours lapse time. Not provided for in the contract but agreed to by the parties were three task forces to study loads for librarians, counselors, and teaching faculty and make recommendations to the negotiating teams prior to the resumption of negotiations on a new contract.

CONCLUSION:

The contract provides that the Association will establish a committee structure to meet with the administration to exchange views and provide input from the faculty. The faculty senate was thus replaced and faculty viewpoints are not diluted or altered by bodies which include both faculty and administration.

It is the expectation that the new contract will allow faculty greater freedom to teach - fewer committee assignment - fewer meetings and more security. It should likewise make administration easier and ultimately improve both faculty and administrator morale.

SECTION B:

THE INSTRUCTIONAL PROGRAM

CHAPTER FOUR

THE INSTRUCTIONAL PROGRAM OF THE IRON RANGE INSTITUTE

BY

Don A. Morgan

THE INSTITUTE:

The purpose of the Iron Range Institute was to focus on problems and concerns of two year college faculties. An earlier insitute had been developed at Rochester, Minnesota where the focus was on the problems and concerns of two year college students. The two institutes, it was hoped and it has proved true, were to be complementary and together would expand the field services of the newly emphasized two year college program at the University of Minnesota.

Though concerned directly with faculty problems as a theme, it proved (as in real life) impossible to separate faculty concerns from those of administrators and student personnel service professionals. The result has been to bring together students, visiting authorities who serve as adjunct professors, and a basic instructional staff to wrestle with the multiple and imminently practical problems facing faculties of two year colleges and the institutions they serve.

The institute is scheduled for July in one of the community colleges in or adjancent to Minnesota's Mesabi Iron Range. The whole of the affair is a practicum and a workshop offered in conjunction with a conference. Some of the formal aspects of the 1973 conference precede this chapter. The conference is organized as an integral part of the instructional program and occupies the attention of the students attracted to the workshop and practicum for parts of two days.

THE INSTRUCTIONAL PROGRAM:

The instructional program begins on a Monday with a specific workshop. The content of the workshop is geared to the theme of the conference which begins Wednesday afternoon. Meanwhile on Wednesday morning a separate practicum is begun which also has a content related to the conference theme and to the focus of the institute. This second offering, the practicum, ends on Saturday.

With this type of format and by utilizing visiting authorities as adjunct faculty, it is possible for the hard-working and ambitious student willing to work evenings and to do outside readings in the literature and to develop an out-of-class project to earn six credits in a feverish but rewarding six days.

In 1973 the opening workshop was offered for joint credit. By this is meant that professors "co-ed" the effort, and the student had the option of signing up for either educational administration credits or for distributive education credits. This proved quite popular with students and it also strengthened the faculty. Plans are to continue to do this and hopefully to expand it by offering joint credit for both the opening workshop and the closing practicum in 1974.

PRINCIPAL PURPOSE OF THE INSTITUTE:

The principal purpose of the institute from its beginning in 1972 has been on staff development needs of post-secondary but non-baccalaureate granting institutions--the two year colleges regardless of their descriptions as being junior, community or technical.

Planning flowed from three basic premises. First, the two year college field is faced with a host of very real but workable problems. Second, the university has credits and expertise for which two year college people have varying degrees of need. Third, for the first (people with problems) to be attracted to the second (available credits and experts) what was planned to be offered had to be both practical and real to both parties. Professors from universities operate within some considerable constraints, pertaining chiefly to their graduate schools and their colleagues. Two year college people also have major constraints, pertaining to the practicality and immediacy of their many problems which they are charged to wrestle with and the immediacy of boards of trustees and administrators.

THE ADVISORY COMMITTEE:

To insure that proceedings are as practical as possible, the institute is served by an Advisory Committee which each year sets a topical theme to complement the overall focus on faculty problems. In 1972 the theme was "Dynamics of Change", and in 1973 it was "Master Contracts - Pros and Cons". The theme for July of 1974 has been set already as "Articulation of Occupational Education - A Multi-Institutional Concern". The Advisory Committee is made up of the deans of instruction of the two year colleges in the area plus elements from the University of Minnesota, which is the credit granting institution and which handles the basic administration of the affair.

The deans of instruction on the advisory committee have all had considerable experience as faculty members in addition to now serving their institutions as administrators. Those deans presently serving on this committee are named, with notes of appreciation, in the Preface of this publication.

THE CONFERENCE:

The rational for the inclusion of the conference was that it would attract regional authorities on issues of topical concern which would both strengthen the instructional aspects of the total but would also offer some gloss. The latter was important as no soft money was sought and none will be--the institute is operated totally by the hardest of hard money, registration fees. As the location of the institute is not central to much of anything except some of the most glorious vacation land in the United States, it was thought important to give it every possible chance of attracting and holding a student body which would justify its continuance.

It was also recognized from the start that the gloss of the conference plus the six hour credit package by themselves would not be enough to guarantee continuation. The pay-off for participants attracted would be in part the credits earned, but it would also be in something having been experienced that was judged to be worthwhile. The participants had to get their monies worth and either return again the next year or encourage friends to come.

THE FUTURE:

Plans are set for 1974. A new site will be employed - Itasca Community College at Grand Rapids, Minnesota. This follows original planning that the affair be rotated among the Iron Range colleges. The overall theme for the 1974 conference has been set as "Articulation of Occupational Education - A Multi-Institutional Concern." Authorities have been invited to give addresses at this conference, and the related workshop and practicum are in the initial stages of organization.

The effects of the energy crises are yet to be felt. Many students in the past came from Illinois, Iowa and Michigan. They drove as often as not with their families and campers and stayed to catch a fish or two before going home or stayed just to enjoy one of the most remarkable outdoor recreation areas in the United States. The point of this is that driving may not be so easy in the immediate future, though the writer drove during late December 1973 and early January 1974 from Seattle, Washington through Minneapolis to Key West, Florida and experienced no problems with acquiring gasoline at reasonable prices. This may or may not prevail for the summer of 1974, however, a solid institute has been developed and has enjoyed strong support. It will continue, however, only as long as it is needed and is in demand.

CONCLUSION:

An auspicous and worthwhile beginning has been made for the Iron Range Institute which was offered for the second year during July of 1973 at Mesabi Community College. Following closely the solid advice of advisory committee grounded with years of hard won two year college faculty and administrative experience and using the available energies of the University of Minnesota, The Iron Range Institute will continue to examine problem areas confronting two year college faculties and the institutions they serve.

The outcome sought is simply to aid post-secondary institutions and professionals operating within them in matters related to staff-development and professional concerns.

APPENDIX A:

Career Education in Post-Secondary Institutions--

a summary of the workshop participant reports
at Mesabi State Junior College,
July 17, 1973*

Preliminary discussion of the concepts of career education led to some general agreement that students enrolled in post-secondary institutions could benefit from more emphasis on their career development - (1) self-assessment and clarification of values and goals, (2) occupational awareness and exploration of careers and the world of work, (3) vocational and educational planning, and (4) relating what is studied in school to future goals and roles.

The participants choose four areas in which they wanted to develop plans for implementing career education:

1. Curriculum and Instruction
2. Counseling, Guidance and Resource Center Activities
3. Community Involvement
4. In-Service Training

1. CURRICULUM:

Introduction: A survey course on careers and career education is needed for all students entering a post-secondary institution. This would normally be a long term project and one might wish to get materials from the Office of Education in Washington, D.C., or the Pupil Personnel Services Division of any state department of education.

Presentations by participants were divided into five parts and presented as follows:

A. Objectives

1. Develop an awareness of changes in vocational areas.
2. Develop an awareness of self-aptitudes, interests and abilities.
3. Develop self-understanding.
4. Develop a positive attitude.
5. Develop an awareness and recognition of the variety of careers.

*This was the result of a workshop session organized and led by Dr. Mary Klaurens, Associate Professor of Distributive Education, University of Minnesota, Twin Cities.

B. Content

1. A survey of the general areas of employment. Possibly lecture with AV aids. Categories might be:

   a. Science
   b. Social Services
   c. Humanities
   d. Technical - skilled labor

2. Student Evaluation. A combination of self-evaluation by the student and interviews or teacher's aid in evaluation. Assures realistic goals.

3. Student study that determines variables in the fields the student is interested in. The student should be instructed to determine

   a. Salaries
   b. Job Opportunities
   c. Job Descriptions
   d. Rewards of the work
   e. Aptitude, capabilities, temperament, and personality necessary for and characteristics of the occupation
   f. Disadvantages of the Occupation

The result should be that students learn a method of research to be used in future planning, as well as gain facts about current opportunities.

C. Instructor's Methods

1. Lecture method

   a. Use of audio-visual material from industry
   b. Use of audio-visual material from business
   c. Use of audio-visual material from the professions
   d. Use of audio-visual material from the trades
   e. Utilize the public relations men from the other fields of work

2. Consultations or conferences. Schedule with members of:

   a. the professions
   b. industry
   c. business
   d. the trades
   e. other fields of work.

3. Scheduled field trips. Schedule small group trips to:

   a. places of employment for the professional people
   b. industries
   c. places of business
   d. other places of work

4. Shadowing

   a. Business people
   b. Professional people
   c. Tradesmen
   d. Other places of work

5. Books and the Library

   a. About professions
   b. About trades
   c. About business
   d. About other fields of work

D. Resources

1. On the job tryout (Summer jobs, work-study programs)
2. Directed Exploratory Experiences (work samples, work evaluation tasks)
3. Direct Observation (visits to work settings)
4. Synthetically created work environments
5. Simulated Situations (career games, role playing)
6. Interviews with experts (career days, questioning representatives of occupations)
7. Computer based systems
8. Faculty and Staff
9. Audio-Visual Aids (films, tapes, slides, etc.)
10. Publications (books, charts, etc.)

E. Evaluation:

1. by students currently in the program
2. by those who have completed the program
3. by qualified people in business, industry, and the trades
4. of original objectives
5. of actual outcomes
   a. Did the student find a vocational goal (or a job)?
   b. Did he change his original goals?

Principal Reference Used:

Career Education Resource Guides
Pupil Personnel Services Section
Minnesota Department of Education
Capitol Square Building
St. Paul, Minnesota

2. COUNSELING - GUIDANCE - RESOURCE CENTER ACTIVITIES:

A. There is a basic assumption that these resources will be or will have:

1. central location - open
2. appealing to students
3. appealing to staff
4. information materials
5. knowledgeable staff
6. interest, aptitude tests, etc. achievement
7. ability to develop activities - consultants, field trips, etc.

B. Objectives:

1. Environment conductive to student exploration of educational and vocational opportunities
2. Create services for assessing interests, abilities, values etc. as they relate to educational and vocational goals
3. Organize and disseminate career information
4. Place students in work and adjusting to work
5. Support teachers use of career information in their instruction
6. Have counselors integrate personal-social development
7. Assist adults in reorienting their lives through new careers

C. The Career Resource Center

1. Specialists' Role

School size and commitment would dictate the type of specialist in charge of a resource center. It could be a person's only responsibility in the large institution or combined with placement, guidance, or other services in the small college. In any case there would be some key duties to perform.

a. Organize the systematic collection, utilization, and dissemination of career materials. This would need constant attention to keep up with the constantly developing career possibilities.

b. Work with students, individually and in groups, in selection and use of the career information resources.

c. Assist other staff, faculty, counselors in selection and use of career information for their areas or needs.

d. Establish communication paths to use community staff members to gather career information. Such faculty members and directors program current information on their field, the placement director, community business and industry representatives.

e. Develop activities to utilize other human resources when needed by staff or students such as field trips or consultants.

f. Work to correlate the career information service with other guidance (self and life expectations, etc) and school functions.

g. Provide in-service or orientation programs to explain the center to staff and students.

h. Develop techniques to evaluate the operation and use of the resource center.

2. The Resource Center or Career Information Center in Placement Center should assist the students to bridge the gap from an educational program to the world of work by assisting the students in finding employment. A coordinator of placement at the Resource Center, in cooperation with counselors, instructors, and the director of Financial Aids, will assume the following duties:

a. Maintain a record of all students who plan to seek employment following completion of their program at the college and earning an associate degree or certificate, or dropping out of college for any reason before completion. The resource center will assist these students in entering an occupation suited to their ability and interests. Files of the Resource Center will include placement procedures, personal data or resume forms, reference forms for instructors and employers, and vacancy listings received from industrial and governmental sources.

b. Maintain an active liaison with employers in the College's service area as to their manpower needs. Also maintain active information on training and apprenticeship opportunities with these employers.

c. Work with the Manpower Services which is being done here at Mesabi by sending work study students there for training, who in turn will come back to the Resource Center and offer these services to the students.

d. Assist students, in cooperation with the Director of Financial Aids, to find work-study opportunities related to their career choices at the College and in the community.

e. Assist students in creating personal resumes, and developing interview skills and techniques.

f. Encourage students to take employment placement tests, make arrangements for taking Federal, State, and local tests, and arrange for interviews with employers. Have a working relationship with governmental, social, service, business and other community agencies involved in career education.

g. Provide systematic and continuous assistance to students as they seek to learn more about both educational and occupational choices, and what these choices mean to them. John Harris will continue in this area.

3. Placement is a feature and goal of career education. The College placement service has a double purpose (1) to insure that career education is goal-oriented and (2) to insure that the institution accepts accountability for its product:

a. A prime responsibility of the placement office is curriculum adjustment. Placement directors must work with curriculum committees in surveying, follow-up, evaluation and revision.

b. The main thrust of college placement, however, remains job development and articulation with manpower agencies.

c. The key to successful placement is to know each individual student. Knowledge of students can be gained from records, scholastic and psychological data, physical data, and non-scholastic ashievement.

d. Parent involvement is an element of placement that must not be overlooked. Awareness by parents of his child's decisions is of paramount importance. A concise exploration of the placement program and opportunities should be available to parents as well as the students.

e. Employer involvement in the placement effort:
   1. Who they are - listing all potential employers locally, statewide
   2. Where they are - contacts through local Chambers of Commerce, State Employment Service
   3. How they are involved - advisory basis regarding their employment needs.

f. The placement officer provides aids for the student including job development and help with employer contacts.

g. The placement service is the link between the college and the community. Success of students in entry-level jobs must be measured. Following the progress of the employee on the job is the responsibility of the placement officer. This can be accomplished through questionnaires sent to the employer and employee.

h. The employee questionnaire ascertains the employee's status and his criticisms and recommendations regarding the program. The employee may need assurance of job progress, additional help in job adjustment or may wish to change positions. The employer's questionnaire offers criticisms and recommendations for instruction. In addition, the employer knows that the College is interested in its graduates.

i. Data collection instruments must vary according to need. Data collection will include a follow-up mailing list. Timing of data collection is important. Normally there is an initial follow-up, and a one year or longer follow-up to determine the long range benefits of the program.

Placement and follow-up must not be intermittent or annual activities; they must be continuous. The college must be committed to the principle that the student be placed.

3. COMMUNITY INVOLVEMENT:

Purpose: To successfully integrate the resources of our community and school for mutual benefit.

A. Objectives

1. To identify resources available to school in the community and to the community in the school.

   a. school-wide survey
   b. also course-by-course investigation
   c. community must be informed about availability of school resources
      1. instructors
      2. students
      3. physical resources

2. School and Community work together for retention of people to the community or area.

3. Find out what community resources are available. It is important that everyone know what they are so they can be utilized.

4. To provide chances for our students to explore various clusters of opportunities in the community.

B. Implementing

Have a person responsible for Career Development in the school system. Suggest a workshop at the beginning of year to help or consult and implement into classroom and to administration.

C. Area Resources

Legal Occupations
Local Business Establishments
Governmental Agencies
Community Service Organizations
Civic Clubs
Graduates (non-grad?) of the program who are now employed in the community
School personnel
Advisory Committees

D. Characteristics of the Program

Field trips
Speakers - at school and at places of business
Training materials borrowed from business and industry - tapes, printed material, films, etc., school or place of business
Observation of workers (shadowing, etc)
Consultants to students and teachers
Demonstration and simulation
Promote community growth and development
Leadership training
Sponsor fund raising projects
Judges for competitive events or displays of student work
Evaluation of Community Involvement
Tests
Teacher evaluation
Placement
Follow-up
Phasing
Constant

4. CAREER EDUCATION: IN-SERVICE TRAINING:

A. Considerations

1. Create task force of interested personnel.

2. Keeping objectives in mind, create a communication and organizational system.

    a. Inter-institutional communication
    b. Communication between educational and employer institutions
    c. Procedures utilized

        1. Workshops
        2. Seminars
        3. Visits to and from employer market agencies
        4. Rotation system
        5. Faculty/faculty and faculty/administration meetings

3. Adequate materials available

4. Who is to be "trained?"

    a. Administration
    b. Faculty
    c. Counselors
    d. Staff
    e. Community
    f. Advisory and/or local board
    g. Employers (regional basis)

5. Development of specialized training programs for respective groups (examples).

    a. Administration - interaction concerning similar programs with other community colleges.
    b. Faculty - required rotational employment in respective field.
    c. Staff - orientation with overall institutional career objectives.
    d. Counselors, employer and faculty input to keep individuals abreast with respective fields.
    e. Community - release periodic articles in news outlets or publish small paper and send to each homestead in service area.
    f. Advisory - periodic luncheon meetings.
    g. Employers - encourage meetings of faculty and administration at employer's location.

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CLEARINGHOUSE FOR
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INFORMATION